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Thesis

UNIT ORGANIZATION OF THE TOPIC BUSINESS CORRESPONDENCE IN TWELFTH-GRADE STENOGRAPHY AND TYPEWRITING

Submitted by

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(B. S. Ed., State Teachers College at Salem, 1939)

In partial fulfillment of requirements for

the degree of Master of Education

1946

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CHAPTER I

INTRODUCTION

Scope of This Study

The Problem.-- Unit organization of the topic business correspondence is an attempt to improve teaching in stenography II and typewriting III in the twelfth grade to meet individual needs of pupils.

Pupils of varied interests, abilities, and ambitions cannot all derive full value from a course which is aimed at the very few who will enter purely stenographic positions immediately upon graduation. Some continue business education in other institutions; a great many find initial jobs in shoe factory offices, where work is of a general clerical nature; some are unable to meet vocational standards because of personality difficulties, as well as lack of skill; and others decide against office work as a career and enter other occupations or schools.

In the absence of a general clerical course, business machines, and social-business subjects, it was felt that the stenography and typewriting courses could be enriched by the study of such topics as filing, communication, office behavior, business occupations, and business correspondence, which can be useful to the vocational and non-vocational pupils.

The topic business correspondence was selected for unit organization because of its relation to the present business experience of many students or their probable vocational use

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upon graduation. The Charters and Whitely study of secretarial duties lists 32 mailing duties among 871 secretarial duties, in addition to transcription duties for various types of offices. Twenty-seven mailing duties are among the highest-ranking ten per cent.[1] An attempt was made to include these among the activities of the unit in order to give insight into the work of the stenographer or clerk. Also, guidance and consumer-use values appeared to be present in the topic.

The Method.-- The topic business correspondence was organized according to principles of unit organization as set forth in Fundamentals of Secondary-School Teaching.[2] The unit was taught, tested, and evaluated.

The Local Situation

The City.-- Haverhill is located in northeastern Massachusetts near the New Hampshire state line, 33 miles north of Boston with hourly train service. Situated on the Merrimack River, it is in the Lowell-Lawrence metropolitan area. Despite proximity and good commuting conditions to other cities, all placement from the commercial department is within the city.

Approximately 6,000 persons are employed in shoe and leather establishments, the chief industry in Haverhill.

1/ W. W. Charters and I. B. Whitely, An Analysis of Secretarial Duties and Traits, Williams and Wilkins, Baltimore, 1924.

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upon graduation. The Chapters and Whitely study of secretarial duties lists 52 mailing duties among 871 secretarial duties. In addition to transcription duties for various types of offices. Twenty-seven mailing duties are among the highest-ranking ten per cent.[1] An attempt was made to include these among the activities of the unit in order to give insight into the work of the stenographer or clerk. Also, evidence and consumer-use values appeared to be present in the topic.

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Western Electric, however, is the largest plant, employing about 2,500. There are approximately 200 shoe and related-industry plants, each employing from 25 to 500 persons. Most of the commercial graduates are placed in the offices of these plants--small offices requiring general, rather than too specialized, duties. According to Census classification 2,745 or 16 per cent of the population is employed in clerical and sales positions.

The population of the city is 46,742, of which 79 per cent is native born. Among foreign born, Canada contributes 22 per cent; Italy, 15 per cent; Ireland, 9 per cent; Poland, 9 per cent; and Greece, 9 per cent.

The School.-- The total high school enrollment is 1,460, divided as follows: college and scientific curriculum, 40 per cent; commercial, 38 per cent; home economics, 12 per cent; and civic arts, 10 per cent.

The Commercial Curriculum.-- Business subjects offered to students and grade placement are as follows:

Ninth	Eleventh
Business Arithmetic	Stenography I
	Typewriting II
	Bookkeeping I
Tenth	**Twelfth**
General Business	Stenography II
Typewriting I	Typewriting III
World Geography	Accounting

Students are required to take English, social studies,

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Students are required to take English, social studies,

and science. In the eleventh and twelfth grades students may select either stenography or bookkeeping or both. There are no social-business subjects and no business vocational-skill courses for lower-ability groups. Of 290 seniors, 54 girls are taking stenography II and typewriting III. Only the better students will meet vocational standards for stenographic positions, but even they need a broader business background.

Classroom Facilities.-- The stenography class is taught in a room which is used for mathematics and English, as well as shorthand, during the day. There are 45 fixed desks and chairs, limited bulletin board space, and no classroom library facilities. The typewriting class meets in a very small room in which are crowded six long, narrow tables holding 34 typewriters. There is adequate bulletin board space and a cabinet for books and supplies. Each day during the course of the unit, books, display material, and unfinished work had to be carried from the second to third floor.

The Class

Aptitude and Achievement.-- The so-called "A" division consisting of 27 pupils, in which this unit was taught, is more or less homogeneously grouped. Chronological ages as of April 1 range from 17 years and 1 month to 18 years and 4 months. Intelligence quotients range from 97 to 128 with 109 as the median.

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On the Inglis Vocabulary Test given in September, 1945, scores ranged from 53 to 116 with 81 as median score for the group. The senior norm is 87. Reading test scores are not available, although the comparison of reading ability and transcription ability would make an interesting study.

Scholastically the group is better than average, two members having maintained a high honor standing for four years. There is, however, a marked preference for the non-academic subjects. Typewriting and shorthand have been designated the favorite subjects of 80 per cent of the group.

Language Background.--English is the chief language spoken in twenty-one homes. One or both parents in the following cases are foreign born: Italian, 8; Canadian-French, 3; Greek, 1; Polish, 1. The fact that few parents attended high school probably accounts for the low vocabulary score even among girls from English-speaking homes.

Economic Background.--A survey made in the freshman class reveals that the average family income is $45 per week. As is typical of Haverhill, the source of income of most families is the shoe industry. Parents of the remainder of the group are skilled tradesmen and proprietors of small business.

Part-time Work Experience.--Eight girls are employed in shoe factory offices; six in small general offices, four in department store offices, one in a church office, one in a doctor's office, and three in selling positions. Eighty-five

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Part-time Work in Evidence.--Eight girls are employed in shoe factory offices; six in small general offices, four in department store offices, one in a dentist office, one in a cooper's office, and three in selling positions. Eighty-five

per cent of the group, then, have direct contact with business. In order of frequency office duties are: typewriting, filing, checking, bookkeeping, mimeographing, taking dictation, billing, payroll work, switchboard operation, and preparation of mailing lists.

Ten at the present time plan to continue in their present positions permanently. The remainder are interested in obtaining positions in insurance, law, medical, or bank offices. Court reporting, merchandising, dietetics, and hairdressing are vocational choices of four. Eight are reasonable certain of continuing their education next year.

Objectives of the Course

When it is considered that only about 10 per cent of all office positions are stenographic and that 19 per cent of this graduating class alone are taking second-year stenography, it is obvious that complete and specific vocational preparation is not a justifiable objective of the course. To be true vocational education, the course must meet requirements of the group enrolled; training should be offered for positions which will be available to graduates; and the school should be responsible for placement and follow-up of graduates.

The groups in stenography classes, although divided according to ability, are by no means homogeneous in vocational interest and plans and in stenographic ability. Many are planning to continue study of business subjects in

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secretarial schools or junior colleges, and some even plan to enter liberal arts colleges or other types of vocational schools. Some will take office positions upon graduation or continue on a full-time basis in their present part-time positions.

The positions in which the latter group are placed are, to a large extent, general clerical positions requiring typing, filing, and checking skill rather than high-speed shorthand.

It is not the intention of the writer to change the commercial curriculum, substituting consumer objectives for vocational. Although one might question the wisdom of high enrollment in such a highly specialized subject, until a change is made in the curriculum, advanced shorthand, typewriting, and transcription must be taught, maintaining high producer standards. Guidance and consumer values are desirable but secondary.

One form of curriculum revision can be achieved through enrichment of subject matter. Instead of working for vertical growth in skill--higher speed in artificial ten- or fifteen-minute timed tests in typewriting and five-minute "takes" in shorthand--skills can be utilzed in a wider variety of problems that may be met in an office. Shorthand and typewriting can be related to other knowledges and skills necessary in general office work: telephoning, filing, meeting callers, handling business correspondence, filling in forms, handling paper work in quantities--collating, stapling, and similar activities.

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The positions in which the better group are placed are, to a large extent, general clerical positions requiring typing, filing, and checking skills rather than high-speed shorthand.

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One form of curriculum revision can be achieved through emphasis of subject matter. Instead of working for vocational success in skill--higher speed in shorthand and typewriting, minute times cases in typewriting and five-minute "takes" in shorthand--skills can be utilized in a wider variety of problems that may be met in an office. Shortcuts and typewriting can be related to other knowledges and skills necessary in general office work: telephone, filing, mailing, handling business correspondence, filling in forms, handling petty cash, performance--collating, stapling, mimeographing, duplicating, etc.

There is a fine opportunity to provide occupational information by selecting problems that are fairly typical office duties. By no means are the vocational choices of 18-year-old students permanent and binding, and if a fairly realistic stenography or clerical course can convince a pupil that office work is not what she wants, some service has been accomplished in preventing an occupational failure. For those students who will go to work in offices, a certain job sense, which goes beyond shorthand and typewriting activities, is needed. A student must know minimum acceptable vocational standards, how skills she possesses tie in with the whole job, the relative importance of her job in the organization, what opportunities there are for promotion, and what additional study or skill is necessary for advancement from the initial job.

Placement of the Unit

Business letter writing of the consumer type is taught in the upper grades and continued in the English classes in senior high school. During the senior year students in commercial English sections devote a great part of their course to business correspondence, studying such topics as, grammatical principles in business-letter writing; style; adjustment, credit, and collection letters; and business reports. It was not possible this year to teach this particular unit

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concurrently with the work in English, although it is planned to do so another year if practicable.

Business letter writing for both personal and vocational use is begun in the first-year typewriting course in the tenth grade and continued in the eleventh and twelfth grades with letters of increasing length and difficulty of arrangement. For this reason no great stress is laid in this unit on letter arrangement styles, except that review is provided where needed and unusual features are taught. In addition to copy and arrangement of letters in the typewriting class, the twelfth-grade stenography student is expected to apply knowledge gained in English, typewriting, and shorthand in the production of letters transcribed from shorthand notes.

It was planned that this unit in business correspondence should be taught during the more advanced stages of transcription skill, which are:

1. Ability to typewrite letters from print which are well placed, neat, and correctly punctuated
2. Transcribing from printed shorthand plate material
3. Transcribing from practiced material from pupils' shorthand notes
4. Transcribing new material from own notes
5. Transcribing five-minute takes at 60, 80, 100

Optional related material is provided in the elementary stages for those who have difficulty in reading shorthand, punctuating, and typewriting, as, on the other hand, oppor-

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tunity is provided for better students to increase speed in writing and transcribing shorthand.

Running continuously throughout the course are the following objectives:

1. Increased shorthand and English vocabulary, particularly of commonly used business terms
2. Increased ability to read without hesitation and punctuate thought units of:
   a. notes prepared for homework
   b. notes taken from dictation
   c. "cold" notes
3. Increased ability to write phonetically unfamiliar words, even under stress of dictation
4. Application of English and typewriting skills to produce mailable transcript
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6. Careful proofreading for meaning of dictator, as well as for mechanical details

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CHAPTER II

UNIT ORGANIZATION OF THE TOPIC BUSINESS CORRESPONDENCE

The Unit

Statement of the Unit.-- Handling business correspondence constitutes a major part of the work of the general office stenographer. She must be able to transcribe dictated material into correct, well-arranged letters; compose certain routine letters; select and use supplies economically; and handle incoming and outgoing mail efficiently.

Delimitation of the Unit.--

1. Despite newer and cheaper methods of communication, much of business today is still carried on by means of business letters.
2. The stenographer is responsible for turning out mailable letters which:
   a. convey the exact meaning of the dictator
   b. are well arranged, neat, and accurately proofread
   c. are correct in spelling, punctuation, capitalization, paragraphing, syllabication, and grammatical construction.
3. An important factor in transcribing is the ability to judge the length of a letter from unarranged longhand, print, or shorthand in order to set it up properly.
4. Various placement tables enable the stenographer to produce well-balanced letters.

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3. An important factor in transcribing is the ability to judge the length of a letter from unarranged longhand, print, or shorthand in order to set it up properly.
4. Various placement tables enable the stenographer to produce well-balanced letters.

5. Modified block with mixed punctuation is a simple, generally accepted form of business letter. Other forms may be preferred for specific situations or in special types of offices.
6. At least one carbon copy is made of every letter typed.
7. Postal authorities request the use of double spacing on envelopes with no abbreviations.
8. Knowledge of size, quality, and special use of office supplies aids in turning out suitable, attractive, and economical letters.
9. Salutation and complimentary close must be parallel in degree of formality, dependent on the inside address.
10. All parts of the letter must conform to generally accepted rules of business correspondence. The stenographer should be familiar with such special arrangements as:
    a. file reference requests
    b. attention line
    c. subject line
    d. indented tables or quotations
    e. notations in reference section
11. Routine letters of acknowledgement, credit, collection, adjustment, confirmation, inquiry, thanks, and remittance or transfer may be composed by the stenographer.
12. Form letters duplicated on the mimeograph, ditto, or multigraph are economical and suitable for some purposes.

13. The business letter should be clear, brief, and courteous and should avoid stereotyped expressions and circumlocutions.

14. Routine for handling incoming mail includes:

    a. preliminary sorting

    b. opening mail--cutting three sides of envelope

    c. checking enclosures and address

    d. time stamping

    e. recording special delivery, registered, insured mail; also, checks, cash, or money orders

15. Outgoing mail must be carefully checked for:

    a. correct inside and envelope address with special attention to proper spelling of names

    b. enclosures

    c. special instructions

    d. correct folding, weight, and postage

16. A minimum knowledge of postal information for every office employee should include familiarity with such services as:

    a. first, second, third, and fourth class mail

    b. air mail and special delivery

    c. registered, insured, and specially handled mail

    d. money orders, C. O. D.

17. An increased vocabulary of both longhand and shorthand words, and the automatic reproduction of easy words, common phrases, and brief forms are an aid to speed.

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18. Transcription skill involves reading without hesitation from shorthand notes, in thought phrases, recognizing grammatical constructions, so that proper punctuation will be used.

19. Shorthand and transcription speed should increase gradually, the latter to one-half the copying speed in typewriting. Copy speed in typewriting must be maintained at a high level.

Incidental and Indirect Learning Products.--

1. Improved business behavior and ethics resulting from knowledge that business correspondence is extremely confidential
2. Increased accuracy in handling details because of the cause-to-effect relationship in all phases of correspondence and mailing activities
3. Increased skill in clerical duties--handling, folding, sorting, and assembling of papers
4. Occupational knowledge which will in some measure bridge the gap between school and work
5. Use of shorthand and typewriting as a study tool
6. Improvement in written English resulting from application of punctuation and spelling in transcription

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The Unit Assignment

(Time Allotment Four Weeks)

Introductory Activities.-- Two pre-tests will be given, one to test transcription skill, and the second to survey knowledge of business correspondence already possessed by the class. The 110-item knowledge test can be given during the shorthand class, and the transcription test, a 300-word letter, can be dictated at an untimed rate, with special instructions for arrangement, at the beginning of the typewriting period, allowing 25 minutes for transcription.

On the following day both periods will be used for study and discussion of a collection of business letters. Students will be asked to choose letters which best meet such standards of a superior business letter, as: good quality paper, suitable letterhead, effective use of color, design, or trademark; correct arrangement and typewriting, good composition and tone of the letter. Poor letters as well as good ones will be discussed.

Study guides will be passed out to students on the third day, when they will be asked to check activities in which they are most interested and which they would like to work out first. Questions on activities and procedure will be discussed. Opportunity will be provided for examination of books to be used and for selection of optional related activities from the card file. The remainder of both class periods will be devoted to laboratory work and conferences.

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(Time Allotment Four Weeks)

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On the following day both periods will be used for study and discussion of a collection of business letters. Students will be asked to choose letters which seem most and least adequate of a superior business letter. Use good quality paper, suitable letterhead, attractive use of color, design, or trademark; correct arrangement and typewriting. Good composition and tone of the letter, and good letters as well as good ones will be discussed.

Study guides will be passed out to students on the third day, when they will be asked to select activities in which they are most interested and which they would like to work out first. Questions on material and procedure will be discussed. Opportunity will be provided for exchange of books to be used and for selection of correlated activities from the card file. The remainder of both class periods will be devoted to laboratory work and conferences.

Core Activities.-- The following activities constitute the mimeographed study guide passed out to students.

A. Transcription Activities

1. Transcribe on a school letterhead a letter to the business machine sales agency whose address will be supplied you. First copy must be mailable. When letters have been signed, you may be asked to demonstrate to the class proper procedure for folding letters and sealing and stamping envelopes.
2. Transcribe in mailable form the following letters which will be dictated to you:
   a. One 100-word letter, untimed
   b. One 125-word letter, untimed
   c. One 150-word letter, untimed
   d. One 200-word letter, untimed
3. Select group a or b, depending on your ability, and transcribe in mailable form:
   a. Two 100-word letters at 80 words per minute
      One 100-word letter at 100 words per minute
   b. Two 100-word letters at 120 words per minute
      One 100-word letter at 140 words per minute
4. Transcribe a letter to a member of last year's commercial class requesting her to fill in and return a follow-up questionnaire which will be supplied you. What is the best method of handling enclosures?

Core Activities.-- The following activities constitute the mimeographed study guide passed out to students.

A. Transcription Activities

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2. Transcribe in mailable form the following letters which will be dictated to you:

   a. One 100-word letter, unlined
   b. One 125-word letter, unlined
   c. One 150-word letter, unlined
   d. One 200-word letter, unlined

3. Select group a or b, depending on your ability, and transcribe in mailable form:

   a. Two 100-word letters at 80 words per minute
      One 100-word letter at 100-words per minute
   b. Two 100-word letters at 120 words per minute
      One 100-word letter at 140 words per minute

4. Transcribe a letter to a member of last year's commercial class requesting her to fill in and return a follow-up questionnaire which will be supplied you. What is the best method of handling enclosures?

5. Transcribe with 95 per cent accuracy a five-minute "take" with at least a ten-word-per-minute increase over your best speed test.
6. How many words of dictated material can you transcribe in ten minutes? What is your transcription rate? Does this equal one-half your straight-copy typing rate? Repeat this activity until you can transcribe at least 20 words per minute.
7. How many words can you write in one column of your shorthand notebook? How much room is required on your notebook page for letters of the following lengths: 60 words, 100 words, 120 words, 150 words, 175 words, 200 words? What margins will you use to set up these letters? How can you judge the approximate number of words in unarranged longhand or print?
8. As soon as transcribed letters have been checked, analyze them on your transcription analysis sheet as to types of errors. Consult your teacher for remedial measures that will help you overcome a particular transcription difficulty.

B. Shorthand Skill Activities

1. In order to build skill in writing, reading, and transcribing shorthand, daily practice is essential. During the course of this unit Sections 16, 17, 18, and 19 will be covered in <u>Gregg Speed Building</u>.

5. Transcribe with 95 per cent accuracy a five-minute "take" with at least a ten-word-per-minute increase over your best speed test.

6. How many words of dictated material can you transcribe in ten minutes? What is your transcription rate? Does this equal one-half your straight-copy typing rate? Repeat this activity until you can transcribe at least 20 words per minute.

7. How many words can you write in one column of your shorthand notebook? How much room is required on your notebook page for letters of the following lengths: 50 words, 100 words, 150 words, 180 words, 175 words, 200 words? What margins will you use to set up these letters? How can you judge the approximate number of words in unarranged longhand or print?

8. As soon as transcribed letters have been checked, analyze them on your transcription analysis sheet as to types of errors. Consult your teacher for remedial measures that will help you overcome a particular transcription difficulty.

B. Shorthand Skill Activities

1. In order to build skill in writing, reading, and transcribing shorthand, daily practice is essential. During the course of this unit Sections 16, 17, 18, and 19 will be covered in <u>Gregg Speed Building</u>.

Observe the following suggestions for each type of skill practice.

a. Vocabulary Building: Write assignment in shorthand noting italicized words. Look up theory for words of which you are doubtful andpractice similar words five times each. Write assignment once more without hesitation. Be sure you can spell and define italicized words.

b. Reading: Go over material until you can read smoothly and meaningfully. Reading in thought phrases also helps in punctuation when transcribing.

c. Brief Forms and Derivatives: Automatic writing of brief forms is one of the most important aids to speed. Write brief-form warm-ups at top speed. If you hesitate on one brief form, look it up and practice at least five times.

d. Transcription Speed Building: Read shorthand plate material, copy the shorthand, read from <u>your own notes</u>, and punctuate your notes. If you need transcription practice, transcribe your own notes.

e. Phrasing Skill: Use of phrases will enable you to write as many as five words with strokes required for a single word. Practice each phrase at your top speed until you can write without hesitation.

Observe the following suggestions for each type of skill practice.

a. Vocabulary building: Write assignment in shorthand noting isolated words. Look up theory for words of which you are doubtful and practice similar words five times each. Write assignment once more without hesitation. Be sure you can spell and define italicized words.

b. Reading: Go over material until you can read smoothly and meaningfully. Reading in thought phrases also helps in punctuation when transcribing.

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e. Phrasing Skill: Use of phrases will enable you to write as many as five words with strokes required for a single word. Practice each phrase at your top speed until you can write without hesitation.

f. Five-minute Writings: Speed is always higher for short spurts, but endurance and sustained speed for longer dictation are necessary in most purely stenographic positions. Practice vocabulary preview and write the assignment at top speed without hesitation completing it in five minutes. If uncertain of an outline, write it phonetically. If possible, have someone dictate to you.

2. Your speed for two minutes will determine which practice group you will be assigned to. Five-minute "takes" at this speed will be dictated to you until you are able to transcribe a test with 95 per cent accuracy. Come back for individual work during free periods if you are particularly interested in increased speed.

C. Typewriting Activities

1. Personal preference and special conditions in a particular business give rise to unusual parts or forms of a business letter. Type problems 1, 2, 3, 4 in Budget XXIX, and problems 1, 2, 4, 5 in Budget XXX of <u>Twentieth Century Typewriting</u>.

2. Copy the following letter setting it up attractively on a half sheet of onion skin paper with two carbon copies for approval.

1. Five-minute Writings: Speed is always higher for short spurts, but endurance and sustained speed for longer dictation are necessary in most purely stenographic positions. Practice vocabulary pre-view and write the assignment at top speed without hesitation completing it in five minutes. If uncertain of an outline, write it phonetically. If possible, have someone dictate to you.

2. Your speed for two minutes will determine which practice group you will be assigned to. Five-minute "takes" at this speed will be dictated to you until you are able to transcribe a test with 98 per cent accuracy. Come back for individual work during free periods if you are particularly interested in increased speed.

C. Typewriting Activities

1. Personal preference and special conditions in a particular business give rise to unusual parts or forms of a business letter. Type problems 1, 2, 3, 4 in Budget XXIX, and problems 1, 2, 4, 5 in Budget XXX of <u>Twentieth Century Typewriting</u>.

2. Copy the following letter setting it up attractively on a half sheet of onion skin paper with two carbon copies for approval.

Gentlemen: We frequently receive inquiries from customers about the possibility of using a less expensive grade of stationiry for business correspondence. (P) Your business letter is your represenative and reflects your company. Superior Paper will reflects the good taste and reputation of you organization.

a. Erase "stationiry" and substitute "stationery."

Erase "represenative" and type "representative."

Erase "reflects" and substitute "reflect."

Erase "you" and substitute "your."

b. What procedures did you follow in making the corrections?

3. Type at least two 10-minute straight-copy tests with maximum of five errors. Use Gregg Writer copy, and try for a five-net-word-per-minute increase over your highest net speed.

D. Office Knowledges and Skills Related to Business Correspondence

1. How important is letter writing as a means of communication? What must be considered in figuring the cost of a business letter? Compare the cost of a business letter with other methods of communication.

2. If you had charge of requisitioning supplies, what kinds of stationery, carbon paper, envelopes, and typewriter ribbons would you order? For what types of work would you use each selection?

3. Cite examples of unusual letter arrangements. In what situations is the time and care necessary in their preparation justified? What arrangements seem most business-like to you?
4. List in one column, in order of formality, salutations that may be used in business letters. In a second column, list matching complimentary closes of approximate degree of formality.
5. What types of letters may a competent secretary compose and sign to free her employer for more important duties? Mention situations in which a secretary might overstep her authority by writing and signing letters.
6. How much authority does a secretary have to change or edit letters dictated? What changes are always allowed without specific permission? What changes, if any, should be made only with permission?
7. What types of letters might be duplicated as form letters? If you had several duplicating devices at your disposal, which would you choose for a form letter which has almost daily use? Justify your selection with regard to cost, time consumed in preparation, and appearance. Of what value are form paragraph letters?
8. Fold as a business letter the following sizes of paper:
   a. $8\frac{1}{2}$ by 11 for small and legal envelopes
   b. $8\frac{1}{2}$ by 14 for legal envelope

3. Cite examples of unusual letter arrangements. In what situations is the time and care necessary in their preparation justified? What arrangements seem most business-like to you?

4. List in one column, in order of formality, salutations that may be used in business letters. In a second column, list matching complimentary closes of approximate degree of formality.

5. What types of letters may a competent secretary compose and sign to free her employer for more important duties? Mention situations in which a secretary might overstep her authority by writing and signing letters.

6. How much authority does a secretary have to change or omit letters dictated? What changes are always allowed without specific permission? When changes, if any, should be made only with permission?

7. What types of letters might be duplicated as form letters? If you had several duplicating devices at your disposal, which would you choose for a form letter which has almost daily use? Justify your selection with regard to cost, time consumed in preparation, and appearance. Of what value are form paragraph letters?

8. Fold as a business letter the following sizes of paper:

a. 8½ by 11 for small and legal envelopes

b. 8½ by 14 for legal envelope

c. $8\frac{1}{2}$ by $5\frac{1}{2}$ for small envelope

d. $8\frac{1}{2}$ by 11 for legal window envelope

9. Read and outline procedure for incoming and outgoing mail in one of the office practice books on your list. What is the minimum of supplies and equipment necessary to handle efficiently both incoming and outgoing mail? What mechanical devices aid in care of mail in large organizations with a central mailing department?

10. For much of the postal information needed in an office you would depend on the Official Postal Guide or up-to-date reference books. Common use of certain services make them worth remembering. Check your knowledge of the following:

Class	Description	Minimum Cost
First		
Second		
Third--Miscellaneous		
--Bulk		
Fourth		
Air Mail		
Special Delivery		
Special Handling		
Insurance		
Registered Mail		

11. Demonstrate to the class correct procedure for handling incoming and outgoing mail, using letters typed in

c. 3½ by 6½ for small envelope

d. 3½ by 11 for legal window envelope

9. Read and outline procedure for incoming and outgoing mail in one of the office practice books on your list. What is the minimum of supplies and equipment necessary to handle efficiently both incoming and outgoing mail? What mechanical devices aid in care of mail in large organizations with a central mailing department?

10. For much of the postal information needed in an office you would depend on the Official Postal Guide or up-to-date reference books. Common use of certain services make them worth remembering. Check your knowledge of the following:

Class	Description	Minimum Cost
First		
Second		
Third--Miscellaneous		
--Bulk		
Fourth		
Air Mail		
Special Delivery		
Special Handling		
Insurance		
Registered Mail		

11. Demonstrate to the class correct procedure for handling incoming and outgoing mail, using letters typed in

class and replies from business machine sales agencies.

Optional Related Activities.--The following activities suggested by the teacher appear on index cards in a small file on the book shelf. Pupils are asked to suggest other activities in which they would be interested.

1. Prepare and illustrate your notes on this unit as a handbook of business correspondence.
2. Make a collection of actual business letters. What is the purpose of each letter--collection, acknowledgement, transfer, etc.? Rate each on its arrangement, grammatical correctness, style, tone, courtesy and typewriting.
3. Make a study of the letters on display. Pick out five outstandingly superior letters and give reasons for their superiority. Pick out five inferior letters and criticize.
4. Make a collection of unusual arrangements of parts of business letters: date, subject lines, attention lines, closing lines, reference sections, etc. Devote at least one page to each part and display as many illustrations of each as possible.
5. Type a collection of style letters, taking in some of the more elaborate forms. Title and explain each form. Use style letters in 20th Century, Gregg, or Webb typewriting texts, or Stenographer's Reference Manual.
6. Make a collection of business stationery. Comment briefly on quality and probable use of each specimen.

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5. Type a collection of style letters, taking in some of the more elaborate forms. Title and explain each form. Use style letters in 20th Century, Gregg, or Rand typewriting texts, or Stenographer's Reference Manual.
6. Make a collection of business stationery. Comment briefly on quality and probable use of each specimen.

7. Collect copies of business letters written 40, 100, or 1000 years ago. How do they differ from those of today?
8. Prepare and mimeograph for the class a chart of up-to-date postal rates and classes for common office mailing situations.
9. Prepare and mimeograph for the class a chart of matching inside addresses, salutations, and complimentary closes. Arrange according to degree of formality and include correct address of persons of rank to whom you may logically have occasion to write.
10. Demonstrate to class how to type and seal envelopes in quantity.
11. Visit the central mail department of some large firm. Note carefully the method of sorting and distributing the incoming mail and the procedure which is followed in sending out house mail. Note equipment and labor-saving devices. Report to the class.
12. Interview a stenographer or some other office worker on the duties of her position. Report the dialogue verbatim in shorthand and transcribe in good dialogue arrangement.
13. Interview several experienced stenographers and secure answers to the following questions:
    a. What is the average time spent per day on dictation?
    b. What is the average time spent per day in transcribing?
    c. What is the approximate speed of dictation?
    d. What is the approximate speed of transcription?

7. Collect copies of business letters written 50, 100, or 1000 years ago. How do they differ from those of today?

8. Prepare and mimeograph for the class a chart of up-to-date postal rates and classes for common office mailing situations.

9. Prepare and mimeograph for the class a chart of matching inside addresses, salutations, and complimentary closes. Arrange according to degree of formality and include correct address of persons of rank to whom you may logically have occasion to write.

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d. What is the approximate speed of transcription?

e. What is the average length of letters?

f. About how many letters are dictated each day?

g. What percentage of transcription is correspondence?

h. Analyze information received and write an article on the work of the average stenographer.

14. If you are doing part-time office work, consult, with permission, the correspondence files and catalogues of the business. Make out a technical vocabulary list for that business.with correct spelling and meaning of each word. Devise and practice outlines for each word.

15. Stickney in Office and Secretarial Training, II-19, number 5 suggests good and poor ways a stenographer with light office duties might spend spare time. Which do you consider the best occupations?

16. Make posters illustrating points to be observed in handling business correspondence.

17. Design several letterheads suitable for the use of this class in transcription. Draw or type one or more on stencils and run off copies for the class.

18. Prepare the next issue of the Steno Club newspaper around the topic of better business letters.

19. Ask one of your teachers for lists of free materials he would like to receive. Prepare and send a careful letter, either dictated by him or composed by you. Make two carbon copies, one for the teacher and one for this unit. Ask the teacher if you may keep the reply for the class collection.

e. What is the average length of letters?

f. About how many letters are dictated each day?

g. What percentage of transcription is correspondence?

h. Analyze information received and write an article on the work of the average stenographer.

14. If you are doing part-time office work, consult, with permission, the correspondence files and catalogues of the business. Make out a technical vocabulary list for that business with correct spelling and meaning of each word. Devise and practice outlines for each word.

15. Stickney in Office and Secretarial Training, II-19, number 3 suggests good and poor ways a stenographer with light office duties might spend spare time. Which do you consider the best occupations?

16. Make posters illustrating points to be observed in handling business correspondence.

17. Design several letterheads suitable for the use of this class in transcription. Draw or type one or more on stencils and run off copies for the class.

18. Prepare the next issue of the Steno Club newspaper around the topic of better business letters.

19. Ask one of your teachers for ideas of free materials he would like to receive. Prepare and send a careful letter, either dictated by him or composed by you. Make two carbon copies, one for the teacher and one for this unit. Ask the teacher if you may keep the reply for the class collection.

20. If you are interested in the financial end of business, write a series of follow-up collection letters. Explain the sequence.

21. Your employer is out of town. A letter arrives which must await his return to be answered fully. Write a letter of acknowledgement.

22. You have a charge account in one of the department stores. A bill has been sent you for an article which you have not bought. Write the necessary letter.

23. Write a letter to the editor of a newspaper or magazine commenting favorably or unfavorably on some article recently published. Keep a carbon copy and bring in the clipping of your letter if it is published.

24. Letter-writing exercises: Stickney, II-15. Answer number 3 and correct number 4.

25. Rewrite for courtesy, Loso, et al., page 61 number 4.

26. Rewrite for conciseness, Loso, et al., page 61 number 3.

27. Transcribe Transcription Speed Building exercises in your textbook, Gregg Speed Building.

28. Transcribe "Actual Business Letters" in current or back issues of the Gregg Writer.

29. Punctuate, capitalize, correct, arrange from unarranged print:

    a. Gregg Typing: page 201:9; 251:3; 253:5,6; 257:8,10; 259:3; 261:10; 263:2; 267:3;

    b. Webb's Simplified Typewriting: page 243:a.1, 2, 3; 243:b.1, 2; 244:c.1,2,3; 245:4,5,6,7,8.

20. If you are interested in the financial end of business, write a series of follow-up collection letters. Explain the sequence.

21. Your employer is out of town. A letter arrives which must await his return to be answered fully. Write a letter of acknowledgement.

22. You have a charge account in one of the department stores. A bill has been sent you for an article which you have not bought. Write the necessary letter.

23. Write a letter to the editor of a newspaper or magazine commenting favorably or unfavorably on some article recently published. Keep a carbon copy and bring in the clipping of your letter if it is published.

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29. Punctuate, capitalize, correct, arrange from unarranged print:

a. Gregg Typing: page 201:9; 261:3; 263:5,6; 267:8,10; 269:5; 261:10; 263:2; 267:5;

b. Webb's Simplified Typewriting: page 242:a.1, 2, 3; 243:b.1, 2; 244:c.1,2,3; 245:4,5,6,7,8.

30. Look through old numbers of Gregg Writer for articles on business correspondence. List on 5 x 3 card as to author; title; name, number, date, and pages of magazine. Indicate whether it is written in longhand or shorthand. Read through the article to see whether it is worthwhile and indicate on the card. Add to this list of cards.

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Reigner, Charles G., Standard Transcribing Guide. Baltimore: H. M. Rowe Company, 1936, 12 pp.

Stickney, R. and Stickney B., Office and Secretarial Training. New York: Prentice-Hall, 1940, I-1 to XII-11.

Better Letter Bulletins, Dartnell Service

Gregg Writer, current and old issues

30. Look through old numbers of *Green Writer* for articles on business correspondence. List on 3 x 5 card as to author; title; name, number, date, and pages of magazine. Indicate whether it is written in longhand or shorthand. Read through the article to see whether it is worthwhile and indicate on the card. Add to this list of cards.

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Aumer, Robert R., *Effective Business Correspondence*. Cincinnati: South-Western Publishing Company, 1939, 229 pp.

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Easter Letter Outlines, Parkhill Service

Green Writer, current and old issues

BUSINESS CORRESPONDENCE TEST

True and False - If the statement is true, place C in the space provided; if false, place X in the space.

1. Postage meters set for the amount of postage desired may be purchased in stationery stores by any business firm. (X)1.

2. Ledger paper is a heavier grade of paper than that used for correspondence. (C)2.

3. A letter written on half-size stationery should not be sent in a legal-size envelope without enclosures. (C)3.

4. The use of stamp-affixing machines tends to reduce the use of company stamps on personal letters of the office force. (C)4.

5. U. S. Post Office Department officials advocate the use of pins and clips for fastening papers for mailing. (X)5.

6. The Business Reply Envelope is cheaper than an ordinary self-addressed stamped envelope. (X)6.

7. The most correct form for the handwritten signature of a married woman is "Mrs. Fred C. Ives." (X)7.

8. A private secretary by virtue of her position is authorized to open employer's mail marked "Personal." (X)8.

9. The automatic mailing machine makes it possible for mail to be delivered faster. (C)9.

10. The salutation and complimentary close with no punctuation are correct and may be used in any office. (X)10.

11. "Special handling" is a service of greatest value in the sending of first-class mail. (X)11.

12. "Gentlemen" is an acceptable salutation for a firm of men and women. (C)12.

13. The Varityper produces conservative, economical business letters. (X)13.

14. "cc to R. S. Davidson" may be used as a subject line. (X)14.

BUSINESS CORRESPONDENCE TEST

True and false - If the statement is true, place C in the space provided; if false, place X in the space.

1. Postage meters set for the amount of postage desired may be purchased in stationery stores by any business firm. (X)1.

2. Bodger paper is a heavier grade of paper than that used for correspondence. (C)2.

3. A letter written on half-size stationery should not be sent in a legal-size envelope without enclosures. (C)3.

4. The use of stamp-affixing machines tends to reduce the use of company stamps on personal letters of the office force. (C)4.

5. U. S. Post Office Department officials advocate the use of pins and clips for fastening papers for mailing. (X)5.

6. The Business Reply Envelope is cheaper than an ordinary self-addressed stamped envelope. (X)6.

7. The most correct form for the handwritten signature of a married woman is "Mrs. Fred C. Ives." (X)7.

8. A private secretary by virtue of her position is authorized to open employer's mail marked "personal." (X)8.

9. The automatic mailing machine makes it possible for mail to be delivered faster. (C)9.

10. The salutation and complimentary close with no punctuation are correct and may be used in any office. (X)10.

11. "Special handling" is a service of greatest value in the sending of first-class mail. (X)11.

12. "Gentlemen" is an acceptable salutation for a firm of men and women. (C)12.

13. The Vertitype produces conservative, economical business letters. (X)13.

14. "Go to A. E. Davidson" may be used as a subject line. (X)14.

15. The Addressograph uses a plastic stencil plate in printing addresses. (X)15.

16. "BS:17" is a form of identification in a business letter. (C)16.

17. In replying to a letter with the notation "Please refer to HIL-234," "HIL-234" may properly be placed in the attention line. (X)17.

18. Keeping a list of the nature and source of mail expected under separate cover is a time-consuming, uneconomical procedure. (X)18.

19. For legal documents and permanent records, 100 per cent rag paper is an excellent choice. (C)19.

20. Billing weight, the heaviest grade of carbon paper, will produce as many as six clear carbon copies simultaneously. (X)20.

21. Bichrome typewriting ribbon is most economical for correspondence. (X)21.

22. The letters "P. S." may be omitted since the position of the paragraph indicates it is a postscript. (C)22.

23. Precancelled stamps may be used for all classes of mail. (X)23.

24. A post card $3\frac{1}{2}$ by $5\frac{1}{2}$ may be sent at the one-cent rate. (C)24.

25. For work requiring 8 to 10 carbon copies, it is wise to have a typewriter equipped with a soft platen. (X)25.

26. The greater the rag content, the cheaper the paper. (X)26.

27. In a two-page letter there should be at least three lines of the body on the second sheet. (C)27.

28. Only publishers, under specified conditions, are entitled to use the second-class bulk rate. (C)28.

29. A ream of substance 16# bond paper weighs four pounds. (C)29.

30. Sulphite is a cheap grade of paper used for carbon copies. (C)30.

16. The addressograph uses a plastic stencil plate in printing addresses. (X)16.

16. "RE:IV" is a form of identification in a business letter. (C)16.

17. In replying to a letter with the notation "Please refer to HIL-234," "HIL-234" may properly be placed in the attention line. (X)17.

18. Keeping a list of the names and sources of mail expected under separate cover is a time-consuming, uneconomical procedure. (X)18.

19. For legal documents and permanent records, 100 per cent rag paper is an excellent choice. (C)19.

20. Filling weight, the heaviest grade of carbon paper, will produce as many as six clear carbon copies simultaneously. (X)20.

21. Stenorme typewriting ribbon is most economical for correspondence. (X)21.

22. The letters "P. S." may be omitted since the position of the paragraph indicates it is a postscript. (C)22.

23. Precancelled stamps may be used for all classes of mail. (X)23.

24. A post card 3½ by 5½ may be sent at the one-cent rate. (C)24.

25. For work requiring 8 to 10 carbon copies, it is wise to have a typewriter equipped with a soft platen. (X)25.

26. The greater the rag content, the cheaper the paper. (X)26.

27. In a two-page letter there should be at least three lines of the body on the second sheet. (C)27.

28. Only publishers, under specified conditions, are entitled to use the second-class bulk rate. (C)28.

29. A ream of substance 16# bond paper weighs four pounds. (C)29.

30. Sulphite is a cheap grade of paper used for carbon copies. (C)30.

31. Mail sent "Return receipt requested" goes faster than ordinary first-class mail. (X)31.

32. For inter-office communication, use of an inexpensive grade of paper, of distinctive color for each department, is recommended. (C)32.

33. It is considered good form to leave one line of a paragraph at the bottom of the first page, continuing on the second. (X)33.

34. Purple copying ribbon is most frequently used for the impression copy when duplicate copies are to be run off. (C)34.

35. In the inside address "Mr. John Adams, Ph.D." is preferred to "Dr. John Adams." (X)35.

Best Answer - Select the one best answer and place the letter of that answer in the blank provided.

1. An addressing machine would be of greatest value in the office of: a. A doctor; b. A local shoe factory; c. A wholesale grocery company; d. A magazine publishing company (d) 1.

2. The maximum value of registered mail is: a. $200; b. $500; c. $1000 (c) 2.

3. When the letter is presented for signature, enclosures should be: a. collected and enclosed after the letter is signed; b. placed in the envelope; c. fastened to the letter (b) 3.

4. The maximum valuation of insured mail is: a. $200; b. $500; c. $1000 (a) 4.

5. When transcribing you discover what you believe is an error on your employer's part in quoting prices. Should you: a. transcribe the letter as dictated; b. make the correction saying nothing; c. ask your employer to check your reading of the notes, emphasizing the error in your reading; d. tell him he made a mistake. (c) 5.

6. The weight limit for parcel post packages is: a. 50 pounds; b. 70 pounds; c. 100 pounds (b) 6.

7. Which would you transcribe first: a. the first letter dictated; b. a letter submitting bids for a contract; c. a letter requesting servicing of office equipment (b) 7.

8. Valuable papers as stocks, bonds, and legal documents should be sent: a. special delivery; b. registered mail; c. insured mail (b) 8.

9. The maximum amount collectible on a C. O. D. article is: a. $200; b. $500; c. $1000 (a) 9.

10. Form letters which most closely resemble typewritten letters may be duplicated on: a. the mimeograph; b. the gelatin-process hektograph; c. the liquid-process duplicator; d. the multilith; e. the multigraph (e)10.

11. Fifty copies of typewritten or handwritten material reproduced on the mimeograph, Ditto, or multigraph are considered: a. first-class mail; b. second-class mail; c. third-class mail (c)11.

12. If a letter is opened by mistake, which is the best course to take? a. deliver the letter in person and apologize to addressee; b. put in a new envelope and re-address; c. seal letter in original envelope and write "opened by mistake." (c)12.

13. If an incoming letter mentions an enclosure which apparently was omitted, should you: a. write to the sender immediately to inform him of the omission; b. make a notation on the letter with your signature; c. let your employer discover the omission. (b)13.

14. Envelopes of incoming mail when opened by hand may be best opened by: a. lifting open the gummed flap; b. cutting three sides of the envelope; c. cutting flap side of envelope. (b)14.

15. Which is the preferred salutation in addressing the governor of a state? a. Dear Governor; b. Honored Sir; c. Sir; d. Dear Mr. Smith (c)15.

7. When would you transmit the first: a. the first letter dictated; b. a letter requesting bids for a contract; c. a letter requesting servicing of office equipment (a)

8. Valuable papers as stocks, bonds, and legal documents should be sent: a. postal delivery; b. registered mail; c. insured mail (a) 8.

9. The maximum amount collectible on a C. O. D. article is: a. $200; b. $500; c. $1000 (a) 9.

10. Form letters which most closely resemble typewritten letters may be duplicated on: a. the mimeograph; b. the gelatin-process mailograph; c. the liquid-process duplicator; d. the multilith; e. the multigraph (e) 10.

11. Which copies of typewritten or typewritten material reproduced on the mimeograph, gelite, or multigraph are considered: a. first-class mail; b. second-class mail; c. third-class mail (b) 11.

12. If a letter is opened by mistake, which is the best course to take? a. deliver the letter in person and apologize to addressee; b. put in a new envelope and re-address; c. seal letter in original envelope and write "opened by mistake." (a) 12.

13. If an incoming letter mentions an enclosure which apparently was omitted, should you: a. write to the sender immediately to inform him of the omission; b. make a notation on the letter with your signature; c. let your employer discover the omission. (b) 13.

14. Envelopes of incoming mail when opened by hand may be best opened by: a. lifting open the unused flap; b. cutting open along one of the envelope; c. cutting flap side of envelope. (b) 14.

15. Which is the preferred salutation in addressing the governor of a state: a. Dear Governor; b. Honored Sir; c. Sir; d. Dear Mr. Smith (a) 15.

Best Answers - Several answers may be correct in the following. Check all which you consider correct.

1. Which of the following letters could be composed and signed by a secretary for her employer?
   a. Letter canceling an appointment for her employer. X a.
   b. Letter acknowledging receipt of information asked for. X b.
   c. Letter adjusting a claim. ___ c.
   d. Letter of transmittal. X d.
   e. Letter of congratulation. ___ e.

2. Two most commonly used sizes of envelopes are:
   a. 3 5/8 x 6 1/2 X a.
   b. 3 7/8 x 7 1/2 ___ b.
   c. 4 1/4 x 9 1/2 X c.
   d. 3 1/2 x 6 3/4 ___ d.

3. In which of the situations is colored paper highly recommended?
   a. Stationery for a bank. ___ a.
   b. Interdepartmental stationery. X b.
   c. Multiple copies of invoices. X c.
   d. Stationery for children's books publisher. X d.
   e. Stationery for watch manufacturer. ___ e.

4. Which of the following corrections is a stenographer allowed to make without obtaining dictator's permission?
   a. Improving grammatical construction. X a.
   b. Changing order of paragraphs for coherence. ___ b.
   c. Substituting clear, concise wording for roundabout expression. ___ c.
   d. Spelling. X d.

Completion - Fill in the blanks with short answers which complete the statements adequately.

1. The subject line is typed after the (Salutation) 1.

2. For latest postal information the stenographer should refer to (U. S. Official Postal Guide) 2.

3. The best complimentary close to use in writing to dignitaries of state and church is (Respectfully yours) 3.

4. The letter form in which the first line extends five spaces to the left of all other lines is called (Inverted Paragraph Form) 4.

5. What space line would be most suitable for a 60-word, single-spaced letter? (40-space line) 5.

Best Answers - Several answers may be correct in the following. Check all which you consider correct.

1. Which of the following letters could be composed and signed by a secretary for her employer?
   a. Letter cancelling an appointment for her employer. X a.
   b. Letter acknowledging receipt of information asked for. X b.
   c. Letter adjusting a claim. c.
   d. Letter of transmittal. X d.
   e. Letter of congratulation. e.

2. Two most commonly used sizes of envelopes are:
   a. 3 3/8 x 6 1/2 X a.
   b. 3 7/8 x 7 1/2 b.
   c. 4 1/4 x 9 1/2 X c.
   d. 3 1/2 x 6 3/4 d.

3. In which of the situations is colored paper highly recommended?
   a. Stationery for a bank. a.
   b. Interdepartmental stationery. X b.
   c. Multiple copies of invoices. c.
   d. Stationery for children's books publisher. X d.
   e. Stationery for watch manufacturer. e.

4. Which of the following corrections is a stenographer allowed to make without obtaining dictator's permission?
   a. Improving grammatical construction. X a.
   b. Changing order of paragraphs for coherence. b.
   c. Substituting clear, concise wording for roundabout expression. c.
   d. Spelling. X d.

Completion - Fill in the blank with short answers which complete the statements adequately.

1. The subject line is typed after the (Salutation) 1.

2. For latest postal information the (U. S. Official) stenographer should refer to (Postal Guide) 2.

3. The best complimentary close to use in writing to dignitaries of state and church is (Respectfully yours) 3.

4. The letter form in which the first line extends five spaces to the left (Inverted Paragraph) of all other lines is called (Form) 4.

5. What space line would be most suitable for a 50-word, single-spaced letter? (40-space line) 5.

6. The commercial ream contains how many sheets? (500) _____ 6.

7. How many spaces after the complimentary close will you type "Adjustment Department"? (4) _____ 7.

Matching - From the left-hand column choose the cost which applies to the mailing service described in the right-hand column. In the space provided write only the letter of the corresponding cost. Certain items may be used more than once; others may not be used at all.

a. depends on weight and distance	Special delivery letter	j
b. 1 cent	Mdse weighing one pound	a
c. 1½ cents	Complete newspaper	b
d. 2 cents	Written matter weighing one ounce	e
e. 3 cents	Business reply envelope	f
f. 4 cents	Business reply card	d
g. 6 cents	Book weighing one pound	e
h. 8 cents	Printed advertising matter, one ounce	c
i. 10 cents	Air mail - within U. S.	h
j. 13 cents	Merchandise weighing seven ounces	g

Listing - List in the order of formality by placing figures 1 to 9 in blanks provided--1 most formal, 9 least formal.

Dear Frank	___	Dear Sir	___
Dear White	___	Dear Mr. White	___
My dear Sir	___	My dear White	___
My dear Frank	___	My dear Mr. White	___
Sir	___		

Classification - Certain of the mechanical devices and procedures are used in caring for INCOMING mail, others for OUTGOING mail. Identify incoming by placing I in the space provided; identify outgoing by placing O. Write X if neither is good practice.

1. Check notebook for specific mailing directions. O 1.
2. Attach file copies of previous correspondence referred to in letter. I 2.

6. The commercial rate contains how many sheets? (COD) 6. _____

7. How many spaces after the complimentary close will you type "Administration Department"? (A) 7. _____

Labeling - From the left-hand column choose the cost which applies to the mailing service described in the right-hand column. In the space provided write only the letter of the corresponding cost. Certain items may be used more than once; others may not be used at all.

a. depends on weight and distance	Special delivery letter ___
b. 1 cent	Mass weighing one pound ___
c. 1½ cents	Complete newspaper ___
d. 2 cents	Written matter weighing one ounce ___
e. 3 cents	Replaces reply envelope ___
f. 4 cents	Business reply card ___
g. 5 cents	Book weighing one pound ___
h. 8 cents	Printed advertising matter, one ounce ___
i. 10 cents	Air mail - within U. S. ___
j. 15 cents	Merchandise weighing seven ounces ___

Listing - List in the order of formality by placing figures 1 to 3 in blanks provided--1 most formal, 2 least formal.

Dear Frank	___	Dear Sir	___
Dear Mike	___	Dear Mr. White	___
My dear Sir	___	My dear Mike	___
My dear Frank	___	My dear Mr. White	___
Sir	___		

Classification - Certain of the mechanical devices and procedures are used in certain for INCOMING mail, others for OUTGOING mail. Identify incoming by placing I in the space provided; identify outgoing by placing O. Write X if neither is good practice.

1. Check notebook for specific mailing directions. ___ 1.
2. Attach file copies of previous correspondence referred to in letter. ___ 2.

3.	Elliott machine	O 3.
4.	Sort mail according to departments or persons designated	I 4.
5.	Stamp with date and time received	I 5.
6.	Weigh letters	O 6.
7.	Collect enclosures and inset in envelopes	O 7.
8.	Check heading with envelope for complete mailing address	I 8.
9.	Note content of letter for enclosures to be included	O 9.
10.	Check inside address with envelope	O 10.
11.	Make note on letter if enclosures referred to are omitted	I 11.
12.	Postage meter machine	O 12.
13.	Marking special mailing directions	O 13.
14.	Opening mail marked personal	X 14.
15.	Noting down mail expected under separate cover	I 15.
16.	Sorting mail according to four classes	O 16.
17.	Making record of special delivery, insured, and registered mail received	I 17.
18.	Typing labels for materials sent under separate cover	O 18.
19.	Checking inside address with heading for correct spelling and address	O 19.
20.	Sorting mail in order of importance	I 20.

3. Mailot machine 0 3.
4. Sort mail according to compartments or persons designated 1 4.
5. Stamp with date and time received 1 5.
6. Weigh letters 0 6.
7. Collect enclosures and insert in envelopes 0 7.
8. Check heading with envelope for complete mailing address 1 8.
9. Note contents of letter for enclosures to be indicated 0 9.
10. Check inside address with envelope 0 10.
11. Make note on letter if enclosures referred to are omitted 1 11.
12. Postage meter machine 0 12.
13. Marking special mailing directions 0 13.
14. Opening mail marked personal X 14.
15. Unfolding down mail dropped under separate cover 1 15.
16. Sorting mail according to four classes 0 16.
17. Making record of special delivery, insured, and registered mail received 1 17.
18. Typing labels for materials sent under separate cover 0 18.
19. Checking inside address with heading for correct spelling and address 0 19.
20. Sorting mail in order of importance 1 20.

TRANSCRIPTION TEST

*(In reply please
refer to File No. P-431) February 27, 1946

Ogden Typewriter Company
1482 Lexington Avenue
New York 2, New York

Gentlemen:

*(Subject: Your No. 9146)

Since writing you yesterday, we have decided to purchase a twenty-inch model Ogden on the terms quoted in your telegram of February 16, which are as follows:

> "Price twenty-inch including ten types two hundred sixty. Two per cent cash only discount. Not permitted prepay duty. Allow one hundred dollars number 400775. No four-bank keyboards."

It is possible that we may take advantage of your offer to accept for credit the No. 400775 typewriter that we now have in this office and that we have the option of buying. We have not, however, decided whether we can use this additional machine. In the event of our retaining it in a supplementary capacity, can it be fitted with a two-color ribbon? We presume the trade-in offer will hold good for a week or two, that is, until we can determine the possibilities of the use of this extra machine.

You, of course, appreciate that we are assuming a certain responsibility in ordering this machine from New York with the knowledge that you have no service office within reasonable distance. We hope, therefore, that you will give us a month's trial in which to prove the machine from an operating standpoint, and will allow us full price if it fails to meet our expectation.

TRANSCRIPTION TEST

*(In reply please
refer to file No. P-1621)

February 27, 1962

Ogden Typewriter Company
1492 Madison Avenue
New York 2, New York

Gentlemen:

*(Subject: Order No. 3149)

Since writing you yesterday, we have decided to purchase a
[illegible] model 2 on the terms quoted in your delegram
of [illegible] February 26, which are as follows:

"Price seventy-five including ten types two hundred
ninety, two per cent cash only discount. Not de-
livered prepay duty. Allow one hundred dollars
number -00172. No [illegible] keyboards."

Is it possible that we may take advantage of your offer to
accept for credit the No. 2000 type-riter that we now have
in this office and that we have the option of buying. We
have not, however, decided whether we can use this additional
machine. In case even if our retailer [illegible] in a supplementary
capacity, can it be fitted with a two-color ribbon. We are
quoted the trade-in offer will hold good for a week or two.
Therefore, until we can determine the possibilities of the use
of this extra machine.

You, of course, appreciate that we are assuming a certain
responsibility in ordering this machine from New York with
the knowledge that we have no service office within reason-
able distance. We hope, therefore, that you will give us a
month's trial in which to prove the machine from a concept-
ional standpoint, and will allow us full price if it fails to
meet our expectation.

*(Ogden Typewriter Company -2- February 27, 1946)

If you will send us a sample type-face sheet, we shall select the type suited to our purposes and then notify you with regard to the typewriter now in our office.

Yours very truly,

MAYO MANUFACTURING COMPANY

Purchasing Agent

OJV:mm

*(cc Mr. R. L. Wright)

*Special instructions for arrangement to be dictated only after rest of the letter has been dictated.

*(Ogden Typewriter Company -3- February 27, 1946)

If you will send us a sample type-face sheet, we shall select the type suited to our purposes and then notify you with regard to the typewriter now in our office.

Yours very truly,

MAYO MANUFACTURING COMPANY

Purchasing Agent

OTV:mm

*(co Mr. F. L. Wright)

Special instructions for arrangement to be dictated only after rest of the letter has been dictated.

CHAPTER III

EVALUATION OF THE UNIT

Teaching Experience

An attempt was made in teaching the unit to apply principles of good teaching with a variety of method. Pupils were encouraged to diagnose their own transcription, shorthand, and typewriting difficulties, and remedial measures were suggested. Skill goals were set which would surpass pupils' best performance, and factual knowledge was applied to demonstrations.

A daily log of teaching experience was kept, in which the procedure for the day was recorded, together with any questions that came up. A summary of activities from the introductory through the "pooling and sharing experiences" phases follows.

Introductory Activities.-- The first step in teaching the unit was the administering of two pre-tests. The first, a 110-item objective test on knowledges to be gained from the unit, was given during shorthand class with the explanation that the purpose of the test was to take inventory of the knowledge already possessed by the group before beginning the unit on business correspondence. The class were asked to answer only questions of which they were reasonably certain.

The second test, a 300-word letter, was dictated at the beginning of the typewriting period, and special directions for set-up were given. The letter, chosen for its application of punctuation rules and content of compound words,

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quoted material, and special features of set-up, was corrected and errors were analyzed by the teacher with no further mention in class, as it was to be used again as the final test of transcription skill.

On the second day a collection of sixty business letters was displayed in the shorthand room, and the students were asked to record on a "ballot" their selection of examples of good and poor letterheads, good and inferior stationery, excellent and poor typewriting, unusual arrangements, and good duplicated form letters, identifying the duplicating device used. After studying and discussing the letters in small groups, spirited class discussion took place with many opinions expressed and defended. Great interest was shown in the duplicated letters, since the only duplicating machine available in the school is the mimeograph.

This interest led very conveniently into the next day's activity--the dictation and transcription of a letter to business-machine sales agencies asking for illustrative and descriptive material relating to their product. This bit of realism called forth the question, "Are these letters actually going to be sent?" Upon assurance that they were actually going to be sent, surprise and consternation were shown, particularly when it was discovered that only one school letterhead per person was furnished. "Mailability," heretofor an artificial device, was an actuality.

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The study guides were passed out and the class were asked to check activities they would like to do first. Since this was unlike any other experience in their commercial classes, the group seemed quite perplexed. At length the tacitly-acknowledged leader of the group asked how they were to go about their work. This, as a matter of fact, was the question puzzling the instructor. Students were then asked to find activities most nearly like those ordinarily engaged in. Dictation, transcription, shorthand practice, and typewriting problems were discovered, and it was agreed to start with those as class activities.

One student asked if she could type answers to the questions for a notebook. It was explained that a notebook was not required, but that it could serve as an "optional related activity." Attention was called to the file containing suggested optional related activities.

The question of whether shorthand practice work was to be passed in daily next came up. It was brought out that daily, though brief, practice was essential to maintain skill, and to check this it seemed best to pass in shorthand practice papers once a week.

During the typewriting period which followed, letters were transcribed and presented for signature. The rest of the period was spent in individual work on typewriting problems, in selecting books for secretarial problems, and looking through the optional related activity file.

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Remainder of First Week.-- The procedure for the next few days consisted of class work on problems 2 and 3 of the study guide. Untimed letters 100, 125, and 150 words in length and 100-word letters at 80 and 100 words per minute were dictated, to be transcribed during typewriting class. These were checked for mailability with an unusual number meeting this standard on the first attempt. The increased difficulty of each letter served as a real challenge with great satisfaction expressed when the "100 untimed" or the "100 at 100" could be checked off.

After two days of transcription, individual differences in transcription ability became very evident. Three dictation groups were formed, student dictators giving untimed letters of various lengths, and the instructor dictating those at timed speeds. It was novel, and to some, perhaps, distracting to take dictation from one person, hearing in the meantime the undertone of two other voices. It was agreed, however, that distracting sounds of factory and office machines, telephone and personal conversations, and similar distractions, were to be expected in any office, and that it was good experience to work in an atmosphere different from that of a perfect classroom.

Laboratory Work.-- Although transcription activities continued throughout the month, some part of each period devoted to checking, dictating, and transcribing letters,

Remainder of First Week.-- The procedure for the next few days consisted of class work on problems 2 and 3 of the study guide. Untimed letters 100, 125, and 150 words in length and 100-word letters at 80 and 100 words per minute were dictated, to be transcribed during typewriting class. These were checked for readability with an unusual number meeting this standard on the first attempt. The increased difficulty of each letter served as a real challenge with great satisfaction expressed when the "100 untimed" or the "100 at 100" could be checked off.

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more time after the first week was spent on individual work. Unacceptable letters were analyzed and remedial work undertaken. Much of this included study and application of punctuation rules and reading of unprepared shorthand material. Study guide questions were prepared with interchange of office practice textbooks. During typewriting periods the business-letter typewriting problems were worked out and study notes typed. Many preferred to type notes at home and spent time in typewriting class in building skill and taking timed tests.

Demonstrations.-- After being checked for mailability, letters to business-machine sales agencies were brought to class with simple equipment to demonstrate procedures for outgoing mail. Several participated in this activity, while others offered suggestions or related procedures used in the offices in which they were employed. Later when letters and questionnaires were sent to graduates, the emphasis was on handling enclosures, and outgoing mail was treated more expertly by another group.

During the last week of the unit, unopened replies from business-machine agencies were brought to class to demonstrate procedures for incoming mail. In addition to opening, date-stamping, and sorting mail, great interest was shown in mailing devices apparently used: metered postage, combination first- and third-class envelopes, window envelopes,

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During the last week of the unit, numerous samples from business-machine agencies were brought to class to demonstrate procedures for incoming mail. In addition to opening, data-stamping, and sorting mail, keen interest was shown in mailing devices apparently usual: metered postage, combination first- and third-class envelopes, window envelopes,

precancelled stamps. Form and content of letters was studied and criticized, and material on business machines was examined, several asking to borrow material on duplicating and addressing machines for special work in connection with the unit.

Discussions.-- At various points during the course of the unit certain topics needing emphasis were discussed. The first, on office stationery and supplies, proved interesting because of contribution by the group of stationery of various sizes and grades for testing and criticism. Discussion of postal rates and information was necessary to bring up to date material in older textbooks. The third was on the stenographer's responsibility in turning out good business letters--transcribing, editing, and composing them, depending on circumstances and types of letters.

Outside speaker.-- The highest-ranking secretary at Western Electric, a Haverhill High School graduate, spoke on secretarial work as a career and was interviewed by members of the class on duties of her present position and stages of advancement from her initial job. Seniors from other stenography and typewriting classes were invited to this program.

Pooling and Sharing Experiences.-- This lesson was handled entirely by members of the class under the leadership of their own chairman. Reports were presented on the use and duplication of form letters and the use of mailing machines, with samples of Addressograph and Elliott address

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plates exhibited. A set of business letters was displayed using the opaque projector and each letter was criticized for form and content. The final report, of almost professional quality, was a summary of services to business of a commercial better-business-letter organization.

Evaluation

In attempting to evaluate the unit, a number of factors were considered: knowledges gained, transcription skill, rate of transcription, shorthand speed, straight-copy typewriting speed, optional related activities engaged in, and pupils' reaction to the unit.

Knowledges Gained.-- Considering the fact that the 110-item test is not a perfect instrument and the group is quite highly selected, test results were satisfying. On the pre-test the mean was 59.22, standard deviation 8.97, and range from 45 to 73. On the final test the mean was 79, standard deviation 8.63, and range from 60 to 93. The average gain was 16 points, but gains ranged from 3 to 41 points. Gains were shown on 90 items, losses on 15.

The pre-test showed weakness in knowledge of postal information, office supplies, and mechanical devices which facilitate handling of mail. For diagnostic purposes it would have been better to arrange consecutively test items dealing with each item of the delimitation rather than according to test types.

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Knowledges Gained.-- Considering the fact that the 110-item test is not a perfect instrument and the group is quite highly-selected, test results were satisfying. On the pre-test the mean was 33.22, standard deviation 6.07, and range from 18 to 73. On the final test the mean was 70, standard deviation 8.03, and range from 30 to 93. The average gain was 16 points, but gains ranged from 3 to 11 points. Gains were shown on 90 items, losses on 15.

The pre-test showed weakness in knowledge of postal information, office supplies, and mechanical devices which facilitate handling of mail. For disappointing purposes it would have been better to arrange consecutively test items dealing with each item of the definitation rather than according to test types.

Transcription Skill.-- On the 300-word letter used as both pre-test and final test, the number of words transcribed minus errors represents the score. The inside address, salutation, body, and closing lines of the letter were dictated at a speed within ability of each student, and the class were directed to place in proper position the following items: file reference number, subject line, carbon copy notation, and to arrange the letter on two pages. Twenty-five minutes were allowed for transcription.

On the first attempt, unfamiliarity with arrangement of the special lines resulted in low production and errors in placement. Also, up to this time, few letters of this length had been given for transcription within a time limit. Scores ranged from 46 to 282.

The same procedure, in so far as possible, was followed in the final test. Students transcribed more words, some completing the letter before the time limit, and scores ranged from 117 to 290 with gains, and in one case loss, from -5 to 186 words.

The second activity on the study guide indicated progress in the production of mailable letters. All but one student transcribed the seven required letters, although in four cases it was necessary to substitute letters at 80 rather than 100 words per minute. Letters judged mailable met the following standards:

Shorthand: Conveyance of exact meaning of dictator.

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The same procedure, in so far as possible, was followed in the final test. Students transcribed more words, some completing the letter before the time limit, and scores ranged from 117 to 280 with gains, and in one case loss, from -8 to 180 words.

The second activity on the study guide indicated progress in the production of mailable letters. All but one student transcribed the seven required letters, although in four cases it was necessary to substitute letters at 60 rather than 100 words per minute. Letters judged mailable met the following standards:

Thoughtful: Conveyance of exact meaning or direction.

Typewriting: Good arrangement, neatness, accurate proofreading.

English: Correctness in punctuation, capitalization, syllabication, spelling, and grammatical construction.

No record was kept of the number of attempts before a letter was accepted, but a wide range of ability was observed. Some completed the problems within six days and spent time on speed dictation; others came during spare periods during the last two weeks to get over the last hurdle. Accurate proofreading was developed, for nothing was more disheartening than to have a long letter rejected for one uncorrected error.

Shorthand Speed.-- Although in most cases substantial speed and accuracy gains were made in ten-minute straight-copy typewriting tests and five-minute timed shorthand dictation, the emphasis in this unit was on the skills and related knowledges most nearly resembling office conditions. Timed tests in both shorthand and typewriting are an artificial classroom device. No businessman's dictation will ever be spaced evenly, so that no more than twenty-five words will be dictated in fifteen seconds. For that reason, both timed and untimed dictation, at a natural speaking rate, were given.

It is difficult to measure very reliably speed gains between two shorthand speed tests. Even with material of equal length and syllable intensity, it would be practically impossible to find two pieces of dictation material identical in vocabulary difficulty from a shorthand point of view. Also, too many factors in dictation are impossible to control--

outside distraction and noise, voice and evenness of dictation, and emotional factors. Eleven did, however, make twenty-word-per-minute gains over their best previous record, transcribing with 95 per cent accuracy five-minute "takes" at 80, 90, 100, and 110 words per minute. It was possible to meet individual needs in dictation. Small groups were formed at various speed levels, and the slow and fast groups were given particular attention. Ordinarily the extremes suffer most because dictation speed is set for the average group. It was not possible to get to each group each day, and it did not seem worthwhile to train student dictators. Admittedly, higher speed gains could have been made with a drill session for each group each day, but gains in other areas more than compensated for moderate speed.

Typewriting Speed.-- Like shorthand speed tests, timed straight-copy typewriting tests are not representative of regular office routine, but they may aid in higher production, the measure of efficiency used in business. As in the case of shorthand tests, similar factors would affect the reliability of two tests. Gains over the best previous ten-minute test records were noted, these ranging from 2 to 19 net words per minute on acceptable tests within the five-error limit. Sixteen made gains in net-speed records on tests with the five-error maximum; seven failed to pass the test; and four maintained the same standing.

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Setting each student's hurdle at five net words above her best record was a real incentive to maximum effort. Progress afforded great satisfaction, and much friendly rivalry developed between comparable students. Some worked toward this goal throughout the unit, others expressed determination "to clean up other problems first and then concentrate on speed." Unit organization enabled students on the two extremes to devote more time to skill-building than is practicable on the daily-assignment basis.

Transcription Rate.-- Transcription was timed for ten minutes to determine rate of transcription. Rates ranged from 10 to 39 words per minute. Repetition of this activity was optional, but when it was pointed out that rate should equal one-half the straight-copy rate with 20 words per minute minimum office standard, a large number wanted a second try. All but two achieved the 20-word-per-minute minimum.

Optional Related Activities.-- Business subjects are elected largely on the basis of interests, so that no wide diversification of interests was displayed in selection of optional related activities. Nearly all typed attractive notebooks, some collected business letters, and many transcribed extra letters or took more than the required number of shorthand and typewriting speed tests.

Pupils' Reactions to the Unit

All pupils were asked to type an anonymous criticism of unit procedure as compared to conventional teaching.

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All pupils were asked to type an anonymous criticism of unit procedures as compared to conventional teaching.

It was suggested that they list accomplishments and interesting activities and comment on whether greater progress might have been possible under the old method. All but three were enthusiastic about the work of the unit. It was gratifying to find that a number mentioned as accomplishments, not only items of the delimitation, but also indirect and incidental learning outcomes. Comments of fifteen pupils are quoted.

1. "I liked this type of work as you gave me a chance to work on my own and do the problems which interested me the most. As I read over the secretarial books I read quite a bit of material which I was most interested in. For example, business machines, activities of a good stenographer, and the personality traits which a good stenographer should possess. I think more time should be given to personality, good office conduct, and details connected with the interview and the seeking of a job. I think that dictation as it is usually dictated by an employer would be most helpful to me. Dictation that is not of an even rate, dictation where the dictator changes his mind and where changes must be made as you take the dictation."

2. "I feel that I understand the mailing problem better and more about office supplies used in an office. The different qualities for inter-departmental use and invoices, etc., was interesting. .....I think that I have learned to check my work more carefully."

3. "I enjoyed doing individual work in class. In all other classes we depend upon the teacher to give us something to do, but by doing individual work we became more self-reliant, and this is a big help because when we are working we can find things to do for ourselves and won't always be running to the boss for something to do."

"It taught me a great deal about the duties of a secretary and what things she is allowed to do and what she isn't allowed to do.

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"I think it was more realistic as compared to actual office work because in class we are told what to do and there is no noise, while in an office it is the opposite, and I think that the atmosphere of the room was more like an office when we were doing the project."

4. ".....I believe the work was rather realistic but not too much so because we could do as we pleased when we pleased and didn't have to do anything we didn't feel like doing on a specific day as we would in an office.

"I think the class procedure was rather interesting but personally I like going back to the old system.. I enjoyed looking over different business letters."

5. "I feel that I have made great progress in studying business correspondence because I know the best qualities of paper, how incoming and outgoing mail is done, and the duties of the secretary, the rates and classes of mail, what a secretary can sign as to letters and what she cannot, and many other things that I did not know before. I feel that I know more about business correspondence now, and that it well help me in the future."

6. "I enjoyed working on business correspondence very much..I think the manner in which it was done was very educational.. I enjoyed the discussion and demonstration of handling outgoing mail.. I enjoyed looking up the activity on what responsibilities the secretary should have in changing the matter which is dictated by her employer. Also very interesting was my special activity on what a secretary with light duties should do in the office to occupy her time."

7. "I think I have made much progress in the way of understanding the various procedures of office work. Doing a project this way is more interesting than just plain homework. I think you learn more when you study actual business letters.

"I have not had a chance to make use of everything I learned during the last month, but I expect to get a lot of use out of it since I am now working in an office. I enjoyed the work because the various things we did are actually done in my office.

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"Class procedure was interesting and not just humdrum work. The examples and demonstrations are the things I liked best."

8. "I think I have made much progress in the way of transcription and speed in typing. Class procedure was interesting after we got started and knew just what was to be done. At first it was a little confusing, but it didn't take long to become acquainted with the work. This type of work was something different from the ordinary work we are used to, and I think the change made it interesting."

9. "I think that the work encouraged self-reliance and the ability to cope with various kinds of situations. It can be applied to actual office work very well because it presents the kinds of problems you are apt to encounter. It was interesting because you could go deeper into those problems that you need the most help on. The real experience it gives you is far more valuable than any other method that might be employed."

10. "I think the work was very interesting and I think that it has given me a clearer picture of the kind of work that we are preparing to do. I thought that the class work was very helpful and I liked the idea of doing the problems I wanted to do first and the others later."

11. "This method of working is a good idea because it is different from the daily routine work. The other work we have been doing is monotonous and this is a variety. Class work was interesting after I figured out what was going on--but that took about a week. I enjoyed the different illustrations of business machines which we received after writing the letters. I think it gives a feeling of accomplishment in receiving an answer to a letter that you have written to a large firm."

12. "I think this unit has been very helpful. It has not only given us a chance to learn how to handle business correspondence, but it has showed us how to work by ourselves. In my opinion just as much can be accomplished in the way of learning by doing things on a self-handled basis as in a daily routine. This method of teaching gives us a chance to shoulder responsibility and not always have the teacher give you a definite assignment."

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"I think it was interesting to work by ourselves in class instead of everyone doing the same thing all at once. I enjoyed doing the questions on incoming and outgoing mail and postal information. I never knew that there was so much to learn in these questions.

"It is interesting to do this work in an office after we have taken it up in school because we understand it more."

14. "I have made a great increase in speed in typing and also the shorthand speed. I think I made more progress this way than under conventional teaching. I have made use of the ways of handling outgoing and incoming mail. I like the work we have been doing because it was more like actual office work. Each of us could go ahead at our own speed and not have to wait for someone else to catch up so we could go ahead, and individual work is more like office work than the class working together as a whole. I think that our class work was interesting. I wish we could do the same thing for the rest of the year. I think we learn more the way we have been doing our work and it is more interesting. I enjoy the budgets and mailable letters we can do individually. I think the unit proved self-checking and gave us more confidence in ourselves. We had more responsibility on ourselves than we do if we have regular class procedure.

15. "I have been able to do more and better mailable letters. My speed has increased in shorthand and typewriting, and I have been more accurate. It will help me in the office position I expect to acquire this summer.

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Conclusions

Experience in teaching the unit on business correspondence proved satisfactorily that unit organization can be applied to skill subjects in business education, relating them with desirable knowledges and business attitudes for better-rounded vocational preparation and guidance.

Unit teaching was more realistic, enabling both teacher and pupils to see the job as a whole, emphasizing responsibility for accuracy and efficiency in each duty because of its effect on subsequent duties.

Learning and progress was individualized, putting responsibility on students to analyze their work and make and effort to make improvement where most needed, surpassing their own best records. Initiative and self-reliance were developed, requiring active rather than passive pupil participation. Class procedure was far removed from the teacher-dominated, one-standard dictation class. More time for remedial work was available.

Systematic planning was essential, and this allowed for greatest variety in teaching method and materials. Subject matter of the course was broadened to include not mere isolated shorthand and typewriting skills, but also useful knowledge which added meaning to the skills. Even material which had been presented before in the form of directions or criticism was more meaningful when presented on a study guide related to other material.

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Systematic planning was essential, and this allowed for greater variety in teaching method and materials. Subject matter of the course was broadened to include not mere isolated shorthand and typewriting skills, but also moral knowledge which added meaning to the skills.

Even material which had been presented before in the form of dictations or drillings was more meaningful when presented on a study guide related to other material.

To be sure, unit teaching in stenography and typewriting could be even more effective if it were possible to work in a classroom laboratory with typewriters, office desks, filing equipment, and business machines during both periods. The class could operate like a large office with groups and individuals working on different aspects of a unit, specializing in one skill if so desired. Time would be used more profitably as it would be possible to work on a task until it was completed, as in an office. National Clerical Ability Tests have proved that high school students show weakness in sustained dictation and typewriting, which thirty-five-minute periods do not allow. Ideally, the office-laboratory would do away with subject-matter divisions of shorthand and typewriting and work for high production, giving more time to shorthand, typewriting, or office machines, depending on the individual pupil. It is realized how many administration problems this type of course would create in a large high school, but unit organization appears to be at least one step in the right direction, as proved by experience with the unit in business correspondence.

To be sure, until teaching in stenography and typewriting could be even more effective if it were possible to work in a classroom laboratory with typewriters, office desks, filing equipment, and business machines during both periods. The class could operate like a large office with groups and individuals working on different aspects of a unit, specializing in one skill if so desired. Time would be used more profitably as it would be possible to work on a task until it was completed, as in an office. Additional clerical ability tests to be proved that high school students show weakness in sustained application and typewriting, which exists-five-minute periods or notorious. Ideally, the office-laboratory would be equipped with supplies-letter divisions of shorthand and typewriting and work for high production, giving more time to punctuation, typewriting, or office machines, depending on the individual pupil. It is realized how many administrative problems this type of course would create in a large high school, but unit organization appears to be at least one step in the right direction, as proved by experience with the unit in business correspondence.

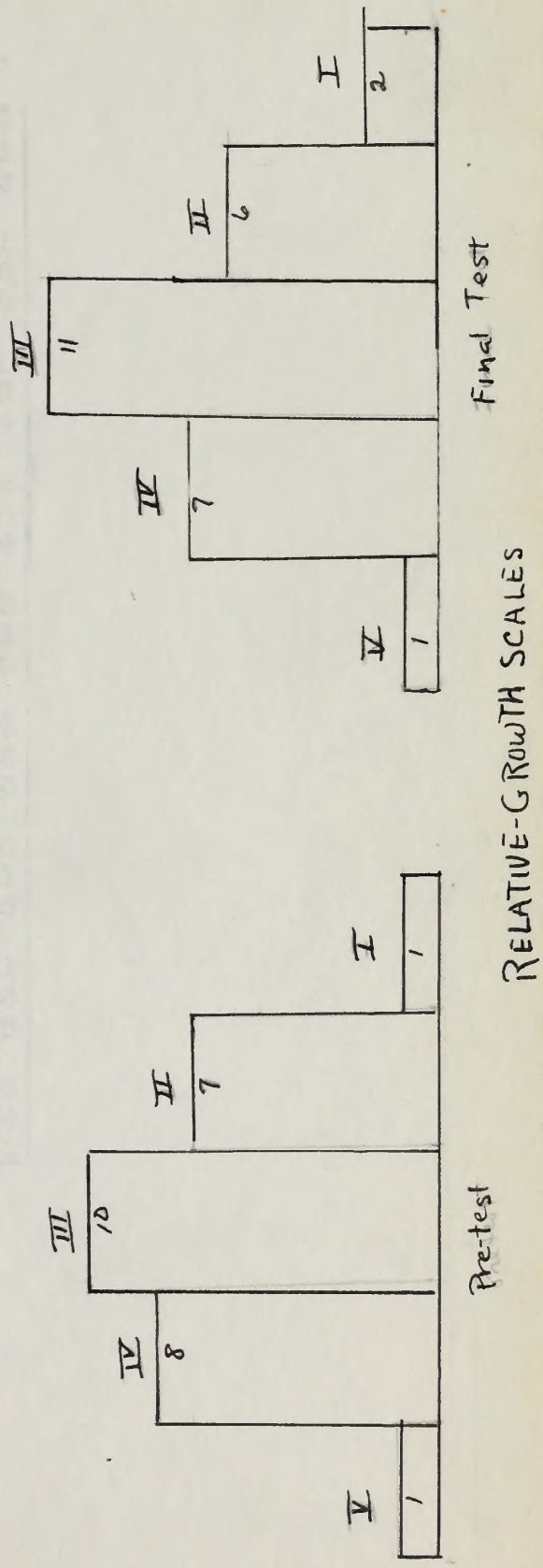
BUSINESS CORRESPONDENCE TEST SCORES

Pupil	Intelligence Quotient	Pre-Test	Final Test	Gain
A	128	72	87	15
B	126	60	74	14
C	126	56	79	23
D	125	69	93	24
E	123	63	80	17
F	120	73	92	19
G	119	67	70	3
H	119	67	78	11
I	114	63	85	22
J	112	48	60	12
K	111	63	76	13
L	110	68	86	18
M	109	71	90	19
N	109	54	82	28
O	109	58	80	22
P	109	55	76	21
Q	108	66	81	15
R	106	63	78	15
S	106	46	74	28
T	106	53	71	18
U	105	53	78	25
V	105	56	70	14
W	103	45	86	41
X	103	56	71	15
Y	101	53	76	23
Z	101	46	72	26
AA	97	53	87	34

Pre-test Mean 59.22 S. D. 8.97

Final Test Mean 79 S. D. 8.63

Average Gain 16



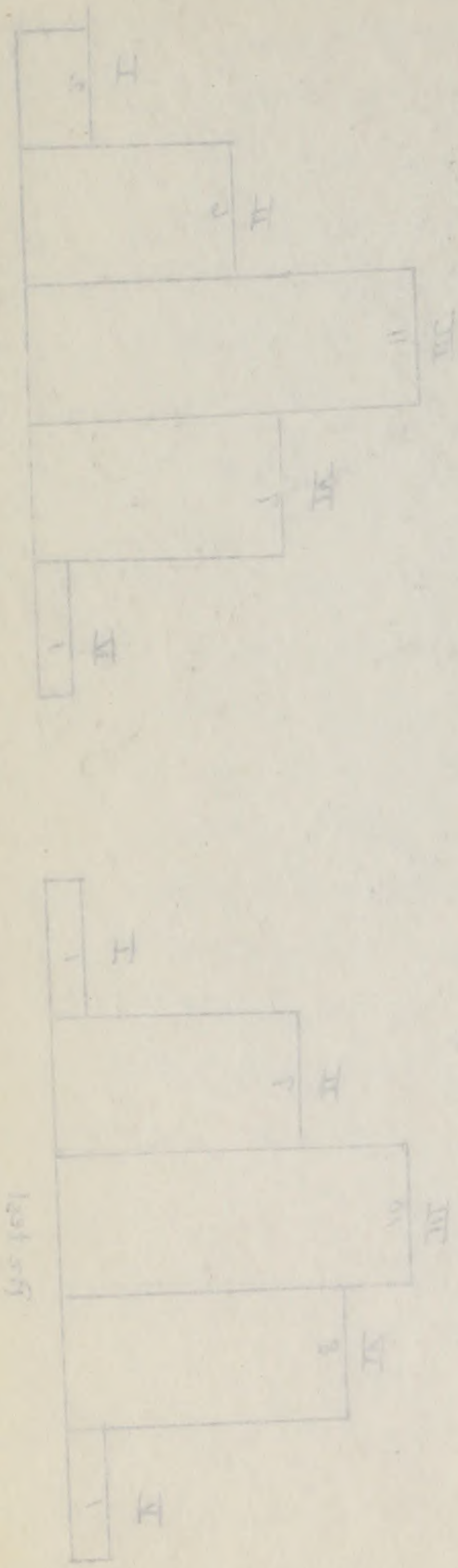
BUSINESS CORRESPONDENCE TEST SCORES

Pupil	Intelligence Quotient	Pre-Test	Final Test	Gain
A	122	72	87	15
B	128	80	74	14
C	126	56	79	23
D	125	69	93	24
E	123	63	80	17
F	120	73	92	19
G	119	67	70	3
H	119	67	78	11
I	114	63	85	22
J	112	48	60	12
K	111	63	76	13
L	110	58	76	18
M	109	71	90	19
N	109	64	82	18
O	109	56	80	24
P	109	55	76	21
Q	108	66	81	15
R	106	63	78	15
S	106	46	74	28
T	106	53	71	18
U	105	53	78	25
V	105	55	70	14
W	105	45	86	41
X	105	58	71	13
Y	101	63	78	23
Z	101	46	72	26
AA	97	53	87	34

Pre-test: Mean 59.22, S. D. 16.37

Final Test: Mean 78, S. D. 8.65

Average Gain 18



TRANSCRIPTION TEST SCORES

Pupil	Intelligence Quotient	Pre-Test	Final Test	Gain
A	128	277	289	12
B	126	223	286	63
C	126	269	291	22
D	125	269	280	11
E	123	98	284	186
F	120	262	290	28
G	119	202	262	60
H	119	281	290	9
I	114	278	282	4
J	112	282	277	-5
K	111	181	279	98
L	110	175	211	36
M	109	261	289	28
N	109	78	241	163
O	109	151	190	39
P	109	250	285	35
Q	108	220	288	68
R	106	171	211	60
S	106	236	286	50
T	106	191	282	91
U	105	257	282	25
V	105	46	117	71
W	103	211	279	68
X	103	181	286	105
Y	101	204	290	86
Z	101	242	276	34
AA	97	85	270	185

TRANSCRIPTION TEST SCORES.

Pupil	In/Intelligence Quotient	Pre-test	Final Test	Gain
A	128	277	289	12
B	126	228	286	63
C	125	269	291	22
D	125	269	280	11
E	123	98	284	186
F	120	262	290	28
G	118	292	282	90
H	112	282	290	8
I	114	276	282	4
J	112	292	277	-5
K	111	181	279	98
L	110	178	211	33
M	109	241	289	48
N	109	78	261	183
O	109	131	190	59
P	108	280	235	55
Q	103	220	283	63
R	106	171	211	40
S	106	235	286	50
T	106	191	272	81
U	105	297	298	25
V	105	46	117	71
W	105	211	279	68
X	103	191	289	108
Y	101	234	290	56
Z	101	242	276	34
AA	97	85	270	185

BUSINESS CORRESPONDENCE TEST

Calculation of Mean and Standard Deviation

Pre-test

Scores	f	d	fd	fd^2
72-74	2	5	10	50
69-71	2	4	8	32
66-68	4	3	12	36
63-65	4-	2	8	16
60-62	1	1	1	1
57-59	1	0	0	0
54-56	5	-1	-5	5
51-53	4	-2	-8	16
48-50	1	-3	-3	9
45-47	3	-4	-12	48
	N27		Σfd 11	Σfd^2 213

Mean

$$M = \text{Assumed mean} + \frac{\Sigma fd}{N} \times \text{c.i.}$$

$$58 + .407 \times 3$$

$$M = 59.22$$

Standard Deviation

$$S.D. = \sqrt{\frac{\Sigma fd^2}{N} - \left(\frac{\Sigma fd}{N}\right)^2} \times \text{c.i.}$$

$$S.D. = \sqrt{7.888 - .1652} \times 3$$

$$S.D. = 8.97$$

Final Test

Scores	f	d	fd	fd^2
92-94	2	6	12	72
89-91	1	5	5	25
86-88	4	4	16	64
83-85	1	3	3	9
80-82	4	2	8	16
77-79	4	1	4	4
74-76	5	0	0	0
71-73	3	-1	-3	3
68-70	2	-2	-4	8
65-76	0	-3	0	0
62-64	0	-4	0	0
59-61	1	-5	-5	25
	N 27		Σfd 36	Σfd^2 226

Mean

$$M = \text{Assumed mean} + \frac{\Sigma fd}{N} \times \text{c.i.}$$

$$75 + 1.333 \times 3$$

$$M = 79$$

Standard Deviation

$$S.D. = \sqrt{\frac{\Sigma fd^2}{N} - \left(\frac{\Sigma fd}{N}\right)^2} \times \text{c.i.}$$

$$S.D. = \sqrt{8.3709 - .1776} \times 3$$

$$S.D. = 8.63$$

BUSINESS COMPREHENSIVE TEST

Calculation of Mean and Standard Deviation

Pre-Test

Scores	f	d	fd	fd^2
72-74	2	5	10	50
69-71	2	4	8	32
66-68	3	3	12	36
63-65	2	2	8	16
60-62	1	1	1	1
57-59	1	0	0	0
54-56	5	-1	-5	5
51-53	4	-2	-8	16
48-50	1	-3	-3	9
45-47	2	-4	-8	32
	N27		Σfd 11	Σfd^2 215

Mean

M = Assumed mean + $\frac{\Sigma fd}{N}$ x c.i.

58 + .407 x 3

M = 59.22

Standard Deviation

S. D. = $\sqrt{\frac{\Sigma fd^2}{N} - \left(\frac{\Sigma fd}{N}\right)^2}$ x c.i.

S. D. = $\sqrt{7.963 - .1852}$ x 3

S. D. = 8.97

Final Test

Scores	f	d	fd	fd^2
84-86	2	6	12	72
80-81	1	5	5	25
78-79	4	4	16	64
75-77	1	3	3	9
72-74	4	2	8	16
69-71	4	1	4	4
66-68	3	0	0	0
63-65	3	-1	-3	3
60-62	2	-2	-4	8
57-59	0	-3	0	0
54-56	0	-4	0	0
51-53	2	-5	-8	40
	N27		Σfd 36	Σfd^2 238

Mean

M = Assumed mean + $\frac{\Sigma fd}{N}$ x c.i.

75 + 1.333 x 3

M = 79

Standard Deviation

S. D. = $\sqrt{\frac{\Sigma fd^2}{N} - \left(\frac{\Sigma fd}{N}\right)^2}$ x c.i.

S. D. = $\sqrt{8.8148 - .1764}$ x 3

S. D. = 8.53

ACHIEVEMENT IN TYPEWRITING, SHORTHAND

AND TRANSCRIPTION SPEED

Pupil	TYPEWRITING *Previous best record	TYPEWRITING Unit best record	SHORTHAND #Previous best record	SHORTHAND #Unit best record	Transcription rate
A	41	--	60	80	22
B	--	--	80	80	23
C	43	49	80	100	22
D	68	68	80	100	25
E	36	--	60	60	20
F	55	55	80	100	22
G	--	53	80	80	20
H	75	82	90	110	39
I	39	44	80	80	21
J	65	--	80	100	22
K	--	69	80	80	28
L	43	52	80	80	20
M	44	54	90	110	28
N	44	51	80	80	21
O	42	--	80	80	18
P	--	52	80	80	25
Q	53	53	80	100	25
R	--	--	80	80	20
S	52	57	90	110	27
T	47	47	80	100	20
U	42	48	80	80	21
V	43	--	60	60	15
W	--	44	90	90	20
X	44	63	80	100	22
Y	36	48	60	60	22
Z	45	49	80	80	20
AA	48	50	80	80	22

*Net speed within five-error limit
#Transcribed with 95 per cent accuracy

Pupil	TYPEWRITING		SHORTHAND		Transcription rate
	Previous best record	% Unit best record	Previous best record	% Unit best record	
A	41	--	60	80	22
B	--	--	60	80	23
C	45	49	80	100	28
D	60	98	80	100	25
E	36	--	60	80	20
F	55	85	80	100	22
G	--	53	80	80	20
H	75	82	90	110	20
I	35	14	80	80	21
J	56	--	80	100	22
K	--	58	80	80	23
L	43	52	80	80	20
M	46	54	80	110	28
N	44	51	80	80	21
O	49	--	80	80	18
P	--	62	80	80	25
Q	52	65	80	100	28
R	--	--	80	80	20
S	52	57	80	110	27
T	47	47	80	100	20
U	42	48	80	80	21
V	42	--	60	60	15
W	--	44	80	80	20
X	44	65	80	100	22
Y	56	48	80	60	22
Z	45	48	80	80	20
AA	40	50	80	80	22

*Not speed with five-error limit.
†Transcribed with 80 per cent accuracy

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JUN 20	1957		
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